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ABSTRACT

This paper discusses the development of teacher professionalism over the years, focusing on four phases of the changing nature of teachers' professionalism: the pre-professional age (before the 1960s), the age of the autonomous professionals (beginning in the 1960s), the age of the collegial professional beginning in the mid-1980s), and the fourth professional age (beginning in the late 1990s). It looks at the professionalism of teaching in both the United States and Jamaica. The paper describes several central features of U.S. schooling today that have implications for teaching as a profession: changes in the population of students attending schools, changes and innovations in schools, tensions between centralizing and decentralizing schooling, and new unionism. Recent research indicates that teachers consistently find satisfaction in working with and helping others, having an opportunity for professional challenge and growth, and making a difference in a young person's development. An appendix presents Wisconsin teacher standards. (Contains 11 references.) (SM)

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At the Beginning of a New Century:

Observations on Teaching as a Profession

Tom Ganser, Ph.D.

Director, Office of Field Experiences
Associate Professor, Department of Curriculum and Instruction

University of Wisconsin-Whitewater
800 West Main Street
Whitewater, Wisconsin 53190 USA

Telephone: 262-472-1123
Facsimile: 262-472-5716
E-mail: gansert@mail.uww.edu

Address prepared for presentation at the 37th Annual Conference of the

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Ocho Rios, St. Elizabeth
Jamaica, West Indies

T. Ganser

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At the Beginning of a New Century: Observations on Teaching as a Profession

Tom Ganser, Ph.D.
University of Wisconsin-Whitewater, U.S.A.

In the United States, license plates for automobiles are issued by each state, and states take great pride in showcasing license plates that are visually attractive, often with a picture of some sort, and usually with a catchy saying. Wisconsin's license plate declares to the world that Wisconsin is "America's Dairyland" because of its many dairy herds. Illinois, to the south, prides itself on being the "Land of Lincoln," since President Abraham Lincoln was born there. Minnesota is the "Land of 10,000 Lakes," and Indiana's license plate describes being "Back Home in Indiana."

In my three trips to Jamaica since 1999, I have traveled through 11 or 12 parishes and have experienced the warm hospitality of many people across the island – along with a fair share of boiled bananas, rice and peas, ackee and salt fish, and curried goat. On this, my fourth visit to your country, I am reminded of the expression on the Indiana license plate, as I indeed feel that I am "Back Home in Jamaica."

As an aside, there IS something "native Jamaican" that I have not yet tried. Dr. Leonard Morgan, is my colleague, the esteemed "senior strategist" for the Milwaukee (Wisconsin) Cricket Club, comprised primarily of people born in Jamaica, and a "Mocho Man." For some time now, and with a decidedly mischievous smile, he keeps encouraging me to have some "mannish water" on one of my trips to Jamaica. I don't think so . . . Dr. Morgan.

At the Beginning of a New Century: Observations on Teaching as a Profession

Thinking of myself as living in the 21st Century is still a novelty. It might take another year for me to forget one of the greatest non-events of the 20th -- or was it, 21st? -- century: Y2K. Or it might be my discovery three weeks ago of a long forgotten letter written to me by a high school classmate in 1965, just three years after Jamaica's independence. Gary ended that

letter with, "Tom, don't get shot in Vietnam." In any case, the beginning of a new century is an appropriate time to take a look at teaching as a profession.

I know that professionalism already is an important topic for you as teachers and as members of the Jamaica Teachers' Association. In that sense, my remarks this morning are like "preaching to the choir." During my previous visits to Jamaica, I visited many schools, ranging in size from the small Bethlehem Primary School in Malvern to the sprawling Mandeville Primary and Junior High School (with its double shift of children). I have also met many teachers who always impressed me with their professional relationship with students, principals, and colleagues.

In May 2000, I was privileged to interview 28 teachers in Manchester and St. Elizabeth about the challenges facing beginning teachers in Jamaica and sources of assistance in meeting those challenges. Their responses were most thoughtful and showed their deep dedication and commitment to teaching. I might add that the work of the JTA was often cited as an important resource for new teachers, especially the beginning teacher seminars. I also applaud the recent opening of the JTA's Institute for Professional Development and Research, as a concrete example of the Association's emphasis on professional development activities and programs for its members.

* * * * *

In my little town of Whitewater, Wisconsin, as well as in Kingston, teachers cannot avoid change because it is so closely tied to the worlds for which they prepare children. Teachers everywhere must prepare their pupils for a variety of worlds -- family, employment, community, nation -- and those worlds are constantly in flux. Not surprisingly, teaching as a profession is changing as well. Andy Hargreaves and Michael Fullan (2000), both at the University of Toronto, outline "four broad historical phases of the changing nature of teachers' professionalism" (p. 50). I believe that these phases offer a useful way to think about professionalism among teachers that is applicable in many settings, including Jamaica.

During the first phase, **The Pre-Professional Age**, mass, public education was taking hold, and teaching was viewed as being "managerially demanding but technically simple" (p. 50). Becoming a teacher was based on a practical apprentice model -- watching a teacher teach

and then imitating what he or she does. Professional development for teachers amounted to little more than trial-and-error learning. Good teachers "knew their stuff" and were able to "get it across" to their students.

During this phase, the "first generation" of teacher unionism emerged as the American Federation of Teachers (AFT) and the National Education Association (NEA) modeled their efforts on industrial unions that served factory workers very well in years following World War II. By the late 1950s, a "second generation" of teacher unionism emerged characterized by "good faith" collective bargaining around the issues of wages, hours, and conditions of employment" (Bredeson, 2001).

Hargreaves and Fullan call the second phase of teachers' professionalism **The Age of the Autonomous Professional.** Beginning in the 1960s, the status of teachers improved in many countries as the preparation for teaching increased, reflected in more stringent licensing requirements, and salaries rose. Among teachers, the ideas of "professional," "autonomy," and "individualism" became inseparable. Consequently, and especially evident in the 1970s and 1980s, the isolation of teachers from one another became increasingly common. Due to this isolation, the benefits of innovation for schooling and of inservice education and workshops for teachers fell short of the mark since schools seldom were home to a "professional learning community" that is generally necessary for innovation to take hold and for new knowledge and skills introduced to teachers to become part of their daily practice.

Hargreaves and Fullan call the third phase of teachers' professionalism **The Age of the Collegial Professional**. By the mid 1980's, the problem of too much teacher individualism and isolation became alarmingly obvious. Without collegial support, teachers were finding it very difficult to respond to the increasing complexity of schools and the growing challenges they faced. Efforts to build cultures of collaboration among teachers in schools were increasing. Ongoing professional learning, especially teachers learning from one another, began to replace traditional methods of staff development that consisted of occasional workshops weakly connected to what teachers and schools really wanted and needed. "Collegial professionalism means working with, learning from, and teaching colleagues" (p. 51). However, based on my 10 1/2 years of experience as a high English teacher and my 12 years of working with dozens of

school districts ranging in size from single-school districts of a couple hundred students to districts with 160 schools serving more than 100,000 children, let me assure you that **The Age of the Collegial Professional** remains largely a work in process, not a final accomplishment.

The Fourth Professional Age began in the late 1990s and continues today, as the world is undergoing so many social, economic, political, and cultural transformations. Historical boundaries between institutions and countries are blurring. For example, the strict separation of "church and state" and "public and private" with respect to public education in the U.S., is beginning to fade in some places where public tax dollars, historically used only to fund public schools, are now available to parents in the form of "vouchers" to pay for tuition at private schools. Another example is the concept of the "charter school." Charter schools are autonomous, publicly funded, performance-based school that are free from many of the state and local rules governing public schools (Stepping Forward, 2000). In the U.S., public education regulations generally originate at the state level, unlike most other countries in the world, including Jamaica, where public education regulations originate at the national level. A final example is the popularity of "home schooling." Home schooling permits parents to educate children at home, legally, with the endorsement of state departments of education that are equivalent, in many respects, to a Ministry of Education. Although "vouchers," "charter schools," and "home schooling" are controversial, they represent changing relationships among local school districts, state departments of education, parents, and private and public schools.

I do not want to leave this topic, however, before making a few more points. One of the hallmarks of the traditional professions, such as medicine and law, is that clients and the public in general acknowledge the expertise of the members of the profession and are hesitant to challenge their professional practice. In part, these professions have promoted this by rigorously controlling entry into the profession and the course of professional training. Moreover, these professions have developed a technical language that is largely unintelligible to anyone who is not a member of the profession. That the label of "profession" applied to an occupation is perceived to be valuable is very clear, but also ridiculous, when one hears of "professional" landscapers, "professional" beauticians, and even "professional" dog groomers.

Ironically, when it comes to teaching, many people step forward as "experts" on teaching even though their direct involvement in the work of teachers is limited at best. An explanation for this -- one likely to persist -- is that most people have spent hundreds, often thousands, of hours in schools as pupils. Accordingly, based on their experiences as pupils -- not as teachers -- they believe they know what teaching is all about, a very dangerous assumption. People believe their opinions about teachers, teaching, and schools are accurate, and they readily voice those opinions whenever there is an opportunity, at a wedding reception or in a letter-to-the-editor of the local newspaper. Although they would never dream of telling a dentist how to remove a tooth or informing a pharmacist how frequently a medication ought to be taken without killing the patient, they feel it is their right to tell a teacher how to teach. (Of course, they might change their mind if they had the opportunity to actually take over your teaching responsibilities sometime in mid-October!)

* * * * *

Permit me now to describe several central features of schooling in the United States today that I believe have implications for teaching as a profession in the U.S. and in other parts of the world as well. Specifically, I will consider (1) changes in the population of children attending schools, (2) change and innovations in schools, (3) the tension between "centralizing" and "decentralizing" schooling, and (4) "new unionism."

* * * * *

The number and backgrounds of children who will arrive at schools in the United States during the next week or two are very different from the children in the past. The U.S. is experiencing increasing school enrollments in many parts of the country that are projected to continue for several more years. Simultaneously, a large number of teachers who began their careers in the 1960s and 1970s are now retiring. As a result, there is a teacher shortage in many parts of the country, especially large urban school districts where the attrition rate of teachers is even higher than the national average. About fifty per cent of teachers are no longer teaching within five to seven years of starting their career.

The teacher shortage in the U.S. has had an impact on teaching in several ways. First, in order to fill classrooms with teachers, exceptions to licensing requirements for teachers have

become more and more common. "Emergency," "Provisional," and "Temporary" licenses are more widespread than ever before. In some cases, teachers enter the classroom with little more than a brief orientation to "learning on the job." In other cases, they are provided with at least some academic preparation and support on the job. The problem of finding qualified teachers is especially evident in fields like mathematics, science, and technology, where the salaries for teachers are significantly less than the salaries available to them in business and industry. Second, in order to attract teachers, some school districts have initiated recruitment strategies that were unheard of ten years ago, including cash "signing" bonuses, payment for relocation expenses, subsidized housing, and inexpensive loans.

Most recently, some large urban districts in the United States, and I think, England, too, have begun recruiting teachers from other countries to meet their staffing needs. For example, Milwaukee Public Schools will begin school the end of this month with some teachers from Puerto Rico hired to teach in bi-lingual programs. I also know that New York City, which was short about 8,000 teachers for the upcoming school year, is aggressively recruiting teachers from several other countries, including Jamaica.

Besides coming in increasing numbers, children entering U.S. schools today also reflect more diversity than ever before. In California, for example, more than half of the school children are now from "minority" groups. Ironically, just as the number of children of color is increasing, the number of persons of color choosing teaching as a profession is decreasing. This is very unfortunate since teachers, in the U.S., just as in Jamaica, are such important role-models for children. Moreover, the demands on teachers to serve children in additional capacities, as counselors, surrogate parents, social workers, and nurses, is increasing even as financial support of teaching is eroding.

* * * * *

Accompanying these changes in the number and characteristics of school children, as well as the teaching force, has been an explosion of information and scientific breakthroughs in understanding how learning occurs, including for example, evidence regarding multiple intelligences. Although the debate over whether teaching is more an "art" than a "science," is likely to persist forever, there is no question that solid foundations have been established for

improvements in teacher preparation and professional development, teaching, and the organization of schools. In fact, schools and teachers are so bombarded by worthy change initiatives that a first but often forgotten step is to decide which innovation to embrace and which innovations to ignore, knowing that the resources and energy necessary to put any meaningful and deep innovation into place are always limited (Hatch, 2000). Even when the resources and energies of teachers, principals, and other school personnel are focused on a single, worthy idea, there remains, nevertheless a great distance between developing a good idea and successfully putting it into practice.

Michael Fullan (2001), the Canadian educator to whom I referred earlier, repeatedly alludes to a 25 per cent/75 per cent ratio in exploring the process of educational change. He argues that success in implementing change in schools is only 25 per cent a matter of having good ideas or solutions. More importantly, he contends successful change is 75 per cent a matter of figuring out how to put good ideas or solutions into place in a specific school, given its "local context, culture, personalities, and prehistory" (p. 182). This also means that being successful in implementing an innovation in one setting is no guarantee that one will also be successful in implementing that same innovation in another setting.

Change and innovation in schools generally begins with the use of new or revised curriculum materials or technologies, and then the use of new teaching strategies or activities. Changes efforts that stop there tend to be superficial and temporary. Deep and lasting change also often depends on the alteration of beliefs that may challenge core values, and frequently involves "loss, anxiety, and struggle" (p. 30) and "passing through the zones of uncertainty . . . the situation of being at sea, of being lost, of confronting more information than you can handle" (Schoen, 1971, p. 12, as cited in Fullan, 2001, p. 31.). Accordingly, successful change efforts require taking into account what change "feels like" from the point of view of the many individuals who are involved, including students, parents, and principals. Most important, "educational change depends on what teachers do and think -- it's as simple and complex as that." (Fullan, 2001, p. 115).

Implicit in this view of change is the importance of the "learning organization" or the "learning community" for teachers. Teachers are most likely to put into practice the best of ideas

for improved education if approached as a team effort. This requires a culture of collegiality rather than individualism and isolation, a culture where teachers' learning from one another is the norm, not the exception. It also requires viewing the on-going professional development of teachers as part of their work, not as something added to it if there happens to be extra time and resources available.

* * * * *

Discussions about teaching and schooling in the U.S. in recent years have focused, in part, on whether or not control should be centralized at the state and/or federal level, or decentralized to give local school districts and, ultimately, classroom teachers, more freedom in conducting their work. The same discussion is occurring in other countries as well, Sweden being an example where recent policies have shifted some control of public education from the national Ministry of Education to local municipalities (Popkewitz, 2000). Even more recently, since his election, President George Bush has advocated a greater, unprecedented involvement of the federal government in public education. Heretofore, the U. S. federal government has historically limited its oversight of public education primarily to issues of discrimination and equity, permitting individual states to determine the details of schooling.

I believe that teachers, the most important link in the education chain, are being sent mixed messages, regarding decentralization and centralization of education, as are those tertiary institutions responsible for the initial and continuing education of teachers.

Broadly speaking, two approaches to education, one organizational and one pedagogical, have promoted a decentralization of public education. The organizational approach is "site-based management." Site-based management empowers school principals, along with teachers, to have more say in establishing policies and procedures. For instance, whereas formerly the decision to hire a new teacher may have been left completely to the administrative head of a school district, today this decision often is based on the recommendation of a "search committee" that includes principals and teachers, and even parents, students, and members of the community. A similar group may also be involved in deciding how to allocate a portion, sometimes considerable, of a school's financial resources.

An approach to pedagogy that exemplifies decentralization is "constructivism." Constructivism suggests that learning occurs most effectively when teachers create learning situations in which children "construct" their own "meaning." This is a very different approach to teaching than direct instruction in which teachers work to help children acquire knowledge -- or "meaning" -- that has been predetermined to be valuable by someone other than the learners. "Constructivism" pertains to the professional development of teachers as well and suggests that teachers learn the most when they have input into the content and process of their learning.

At the same time, individual states and - given President Bush's agenda, the nation - are promoting the centralization of teaching. In the U.S. there is increasing pressure to judge the effectiveness of teaching on the basis of state, and perhaps, one day, national tests. Given this, the freedom of school districts and classroom teachers to exercise their professional judgment is restricted. It is not surprising, then, that teachers "teach to the test," especially if the progress of children depends on test performance. With respect to teacher compensation, there is some discussion - heated discussion - of tying at least some portion of teachers' salary to how well their students perform on these tests. This is a very dangerous journey upon which to embark, I think, knowing the many factors largely beyond the control of classroom teachers that influence children's learning.

There is another source of "centralization" in teaching, but one that I believe is more reasonable. Over the last 10 to 15 years, standards have been formulated by various groups involved in the preparation, work, and professional development of teachers. These standards attempt to describe "what teachers should know and be able to do." For example, the ten Wisconsin Teacher Standards (See Appendix.), part of several changes going into effect July 1, 2004, will have a profound influence on how teachers are prepared and licensed in Wisconsin, how they will renew their licenses, and how they will advance from the new "Initial Educator" license to the "Professional Educator" license, and finally to the "Master Educator" license. Tertiary institutions that prepare teachers will be required to document that the students they recommend for an Initial Educator license possess the knowledge, skills, and disposition (or attitudes) associated with each standard at a level that is reasonable to expect of an effective beginning teacher.

The tension between "centralizing" and "decentralizing" teaching creates a perplexing situation. The need to attract into teaching the "best and the brightest" people is always important, all the more so given the challenges teachers face today. Chancellor Jack Miller of the University of Wisconsin-Whitewater (equivalent to a tertiary level principal in Jamaica), and a former school teacher himself, tells people that teachers today are prepared 10 times better than when he was prepared in the 1960s -- but that teaching is 15 times more difficult today than it was then. Unfortunately, sometimes the "best and brightest" prospective teachers hesitate to commit themselves to an occupation where their ability to exercise "professional" judgment relatively autonomously may be constrained (Lederhouse, 2001).

* * * * *

As I indicated at the beginning of my remarks, teacher unions in the U.S. were patterned on industrial unions and, in their early years, focused their energies on the basic issues of wages, hours, and working conditions. Over the years, as these issues have been addressed, teachers' unions have shifted at least a portion of their efforts to matters that deal with "professionalizing" teaching. In 1997, Bob Chase, President of the National Education Association, introduced the idea of "new unionism" to Americans. He said:

> Our challenge is clear: Instead of relegating teachers to the role of production workers -- with no say in organizing their schools for excellence -- we need to enlist teachers as full partners, indeed, as co-managers of their schools. Instead of contracts that reduce flexibility and change, we -- and our schools -- need contracts that empower and enable . . . This is not about sleeping with the enemy. It is about waking up to our shared state in reinvigorating the public education enterprise. It is about educating children better, more effectively, more ambitiously. (National Education Association, 1998)

"New unionism" includes strategies that move teachers' unions and school districts toward more collaborative -- rather than adversarial -- bargaining in which union and management seek common ground to deal with issues of mutual interest and benefit. These strategies include 1) ***joint committees*** that move discussion about educational policy and practice beyond the legally restrictive scope of bargaining, 2) ***trust agreements***, legally binding accords

for issues that are outside the contract, and 3) ***waivers***, provisions or requests that allow school districts and teachers' unions relief from specific parts of the existing contract (Bredeson, 2001).

Last month I attended an NEA conference for a first time. Even its title, "The NEA Conference on Bargaining and Instructional Issues," represents "new unionism" in suggesting that bargaining issues and instructional issues are not separate and unrelated, but rather two sides of the same coin or, better yet, the result of combining two containers of water.

Most importantly, "new unionism" aims at supporting teachers in their work. One good example is association-led mentoring programs that pair veteran teachers with beginning teachers to assist them in reaching their potential as teachers more quickly and less costly than the alternative of improving their work by "trial-and-error" learning that serves neither them nor children in their classroom very well. In fact, mentoring new teachers in this way is really a worldwide phenomenon in many nations, including Australia, Bermuda, Canada, England, Singapore, Sweden, and Pacific-rim nations. I also understand that the JTA is involved in developing and enhancing new teacher mentor programs tailored to the needs of Jamaican teachers.

At the same time -- and as a direct challenge to the belief that teachers' unions exist to protect incompetent teachers -- "new unionism" suggests that teachers are capable of "policing" their own ranks. As Bob Chase said in 1997, "The fact is that while the vast majority of teachers are capable and dedicated -- professionals who put children's interests first -- there are indeed some bad teachers in America's schools. And it is *our* job as a union to improve those teachers or -- that failing -- to get them out of the classroom."

Rest assured, "new unionism" has many critics, both within and outside the NEA. Some teachers, for example, believe strongly that teachers should never be called upon to judge their colleagues, that that remains a fundamental responsibility of school principals and other school administrators. Outside the NEA, opponents to "new unionism" contend that teachers already have too much power and are already too lax in responding to "consumer" interests, and that the purpose of collective bargain most properly should remain focused on wages, hours, benefits, and working condition.

In much the same way that I earlier suggested that **The Age of the Collegial Professional** is still under construction, so too, it appears to me, "new unionism" is still in its very early infancy.

* * * * *

On August 1, 2001, a report was distributed on the internet based on **The International Teacher 2000 Project**, an international study of more than 3,000 teachers and school administrators (Scott, Stone, & Dinham, 2001). The report, confirming othe im'lar studies and my own experiences as an educator for more than 25 years, reveals that classroom teachers around the world are finding themselves more and more torn between their absolute and unquestionable commitment to teaching and the day-to-day experience of teaching "in a climate where, while more is expected and demanded of schools, and schools and teachers are scrutinised as never before, educational resources have become scarcer, and the status and image of teaching as a profession has declined."

This suggests an important change. Whereas previously the factors that influenced teachers' occupational satisfaction were confined to the classroom and to the school, there is now evidence that these factors extend beyond the classroom and the school, to the community, the state or parish, and the nation. International comparisons also are part of the mix today. Although this study focuses on primary and secondary school teachers, the researchers suggest that a similar pattern exists for many others whose work in concerned with the public interest and welfare, such as social workers, family counselors, youth workers, and rank and file magistrates.

However, what remains unchanged are the sources of satisfactions for teachers, those powerful and enduring reasons why people are drawn to teaching, despite other employment opportunities that have few of the challenges that teachers face daily. One important source of satisfaction for teachers is **Working With and Assisting Others** -- *"the opportunity to work with children and with other members of the educational community."* A second is **Professional Challenge and Growth** -- *"aspects of teaching work that allow for both the utilisation of personal qualities such as flexibility, creativity and the ability to respond well to challenge, and the opportunity to continue to grow and develop as an individual."* And a third source of satisfaction for teachers, probably the most important and universal of all, is **Professional**

Efficacy and Making a Difference -- *"the opportunity to 'make a difference', contribute to a young person's development, and to see the results of that contribution."* Clearly, at its heart, teaching is not just a job. It is also a passion. We must never lose sight of that vision, one that is every bit as breathtaking as the prospect from Lover's Leap on the South Coast. In the words of Andy Hargreaves:

> Good teaching is not just a matter of being efficient, developing competence, mastering technique, and possessing the right kind of knowledge. Good teaching also involves emotional work. It is infused with pleasure, passion, creativity, challenge, and joy. It is . . . a passionate vocation. (Hargreaves, 1997, p. 12)

In my work with teachers, I try to make sure that I never ignore what the experience of teaching "feels like" to teachers. Accordingly, I frequently ask teachers to share with me their metaphors, similes, or other comparisons for what it is like to be a teacher. When I interviewed those 28 teachers in Jamaica last year, most of them beginning teachers with just a few years of teaching experience, I asked them to complete the stem, "Being a beginning teacher in Jamaica is like . . . ." Their 77 comparisons paint a picture of the challenges they face and of their commitment to teaching far better and more powerfully than anything I can offer.

That their work is difficult, demanding, and sometimes nearly overwhelming is very evident, as they describe being a new teacher as:

> Going out into the wild sea and expecting anything.
>
> The initiation rite of a red Indian boy to become a warrior.
>
> Lost in fog and not knowing where to go.
>
> Trying to prevent a stampede of cows.
>
> A fish out of water.
>
> Being sent into deep waters to swim when you can't.
>
> Pushing water up a hill.

At the same time, their images of being a teacher represent growth, development, and the start of a personal and professional journey during which they will face many obstacles, to be sure, but one that is also too exciting to miss:

> Like your first day at school as a student.

Stepping over the hurdles while running.

Sweet, bitter love.

Like a new life.

To create a miracle.

For me, the most powerful and moving image of being a teacher in Jamaica was that of a primary school teacher working in a small, country school. He said,

> Being a teacher in Jamaica is like being the wave that washes up on the shore. Whether a sandy shore or a rocky shore, we know that waves build up and take away. As a teacher, I add to the knowledge of children, adding to them what they should be. And I also take away from them what they should not be.

After a moment's pause, and while looking right through me to the teachers across Jamaica who have preceded him, who work beside him, and who will one day follow him, he then added, "Teachers are hardly looked upon as a big influence on the future. If I didn't look at myself as a wave, I wouldn't be capable of doing the work there is for me to do."

His words hold a remarkable message, not only for me and for you, but also for teachers everywhere. Being a good teacher is like being an ocean wave in the lives of children. Adding. Taking away. Adding. Taking away. Adding. Taking away. Let us never forget that.

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Appendix

SUBCHAPTER II - WISCONSIN STANDARDS

PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

(2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

(3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

(4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

(9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Available: http://www.dpi.state.wi.us/dpi/dlsis/tel/newrules.html